

# **Darien Public Schools**

**Darien, Connecticut**

## ***Educational Specifications For Tokeneke School***

**December 23, 2003  
(Revised January 20, 2004)**

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<b><u>INTRODUCTION</u></b>
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<b><u>BACKGROUND</u></b>
<b><u>PHILOSOPHY OF EDUCATION</u></b>
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## **BACKGROUND**

Tokeneke School, located at 7 Old Farm Road in Darien, Connecticut, was constructed in 1957. The school is “campus style” with a series of one-story buildings spread out over a twelve-acre site. Buildings, comprising a total of 47,627 square feet, are connected by walkways and breezeways, some of which are covered. Since 1957, renovations and additions to the school have been made. The latest renovation of six classrooms was done in 1995 as part of the elementary school building program.

Over the past five years, the maintenance of the Tokeneke School has progressively become more difficult and extensive because of its unique construction. Unlike most “bricks and mortar” New England schools, Tokeneke’s construction is a mixture of wood and insulated metal panels with integrated windows. Rather than crawl spaces or a basement to house the mechanical distribution systems, these systems are located in below ground chases or buried, resulting in limited accessibility for repairs. Since the underground distribution systems are susceptible to freeze-thaw cycles, ground water and other conditions, they are more susceptible to deterioration. The lack of corridors and direct access from the outside makes daily maintenance more extensive and energy efficiency more difficult to achieve. These limitations have resulted in a school facility with a shorter life span than the other Darien elementary schools primarily because both its infrastructure systems and its construction materials are simply not as durable.

In the spring of 2002, the Darien Board of Education and Darien Board of Finance concluded that the proposed capital projects for Tokeneke School were extensive enough to warrant a comprehensive study of the school’s maintenance needs. As a result, the architectural and engineering firm of Fletcher Thompson, Inc. was retained the following summer to complete a feasibility study. Its purpose was to provide an analysis of the extent of the upgrades needed with particular attention to infrastructure, code compliance, educational operation and security. In November of 2003, the architects presented their feasibility study and their conclusion that Tokeneke School required an investment in a major upgrade. Four options, ranging from renovation of the existing facility to constructing a new one, were presented for upgrading the school.

Following the Fletcher Thompson presentation, the administration provided additional information to clarify various aspects of the study. The administration’s Tokeneke School Feasibility Report was produced in the spring of 2003 and revised throughout the summer and fall as the Board sought additional information about timelines and schedules, cost benefit analysis, the operational impact of construction, and advantages and disadvantages of each option.

After many discussions of the Board and presentations to all members of the public, Superintendent of Schools Dr. Mary Jo Kramer recommended to the Board of Education in November of 2003 that a new school be constructed at the existing site. As delineated in Attachment A, the superintendent provided eight reasons for recommending a new facility (Option C) over a major renovation (Option A). The primary reason for her recommendation was a cost-benefit analysis showing that over a fifty-year period the new facility would result in a savings of almost \$9,000,000 in present value dollars. In December of 2003, a public hearing was held, followed by an anticipated board vote in January of 2004.

The educational specifications for a new Tokeneke School are set forth in this report. The basic educational components of these educational specifications are comparable to those in all elementary schools in Darien. In order to ensure equity among the five schools, the educational program described in the 1994 Educational Specifications for the Five Elementary School Building Program was used as a guide to develop these specifications. When the 1994 specifications did not include aspects of Darien's current program, such as reading specialists in all schools, space was added.

Since the Fletcher Thompson study reflected both the existing program at Tokeneke School and contemporary expectations for space requirements at the elementary level, every effort was made to remain consistent with that report. However, inadequacies in space at Tokeneke School, such as limited storage, were corrected. The technology specifications were developed after consultation with experts in order to ensure that the school program was able to respond to future uses without additional costs. These specifications represent an educational program, therefore, while comparable to all of Darien's elementary schools, provide needed improvements at Tokeneke and flexibility to meet the demands of the future.

**DARIEN BOARD OF EDUCATION**  
**PHILOSOPHY OF EDUCATION**  
**FOUNDATION AND BASIC COMMITMENTS**

**PHILOSOPHY**

Schools exist for children.

The Board of Education strives to create and sustain a public school system for our community capable of developing to the utmost the potential of all the children entrusted to it.

Therefore, the Board seeks superior administrators whose leadership ensures effective learning, and teachers who will meet the challenge of the highest standards of their profession. The Board encourages and provides, in every possible manner, an environment in which administrators, teachers, and, therefore, the students will thrive.

The Board believes that the Darien community has the opportunity, indeed the obligation, to build a school system of such excellence that it will exert positive leadership in public education in both the state and the nation.

**FOUNDATION AND BASIC COMMITMENTS**

The following commitments of the Darien Public School are designed to articulate the needs of students in order to prepare them to function in a complex society. The basic focus is students' progress, achievement and development as thinking and feeling human beings.

1. To master the basic skills of reading and writing, speaking, listening and computation
2. To develop a positive self-concept and a positive attitude toward other people
3. To master the basic skills of inquiry
4. To develop an appreciation of the wise use of leisure time
5. To develop the ability to form and maintain satisfying human relationships through the development of empathy and greater skills in assisting others.
6. To know one's capabilities and be able to establish realistic goals accordingly
7. To think in a manner that will stimulate constructive change
8. To master the capacity of work, study and plan constructively with satisfaction to oneself and others

9. To develop self-motivation in learning which will be maintained during one's whole lifetime
10. To develop an ethical and moral sense which values the worth, dignity and property of all people and the fundamental rights and responsibilities of citizenship
11. To acquire and develop appropriate activities that will promote physical fitness and an increased awareness of the importance of good health.

*Board of Education Policy AD*



## **PRINCIPLES GOVERNING QUALITY ELEMENTARY EDUCATION**

1. Establish high expectations for learning: define learning outcomes, standards and multiple means of assessment
2. Raise the ceiling on achievement for all students
3. Increase emphasis on active learning
4. Increase the emphasis on differentiated instruction learning
5. Embed technology into the curriculum
6. Foster both teamwork and independent learning
7. Create stronger links between regular and special education
8. Expand the school-parent partnership in support of excellence in teaching and learning

*Excerpted from:*

*Educational Specifications for the Five Elementary School Building Program, 1994*

## **THE EDUCATIONAL PROGRAM**

In order to prepare youngsters to succeed in an information-based society, the Tokeneke School must provide a foundation in the “expanded basics.” Skills in reading, writing and math are essential, but not by themselves sufficient for success in the 21<sup>st</sup> century.

Our students must have a strong knowledge of the English language and must be able to use it to communicate through a variety of methods. They must be able to read for meaning from both fiction and non-fiction. They must be able to write factually, coherently and persuasively, listen and speak effectively and use telecommunications appropriately.

Students need to develop “numeracy”, not merely skills in the four arithmetic operations, but competency in using numbers to make sense of the world. They must be able to apply mathematics to solve problems, make connections between math concepts and the world around them, interpret data and evaluate information.

Our science program must be rich in exploratory opportunities and content in the life, physical and earth sciences. Our students must have the opportunity to experiment and observe the impact of their work. Critical and divergent thinking must be encouraged and the skills of formulating and testing hypotheses must be mastered by all students.

The social studies program must provide continuous and cumulative instruction in history, geography and civics, and textbooks should be but one of several sources of knowledge. Social studies becomes alive through stories, legends, original correspondence, biographies, newspapers and computer simulations. Our students should leave elementary school with the belief that experiences of people, not isolated facts, are at the center of social studies.

Our school libraries must be redefined to incorporate greater use of media and technology. We must continue to teach students to appreciate the world of literature and the important, life-long skills of research. We must teach them to balance the use of printed and electronic resources for that research, and we must emphasize the importance of process along with product.

The music and visual arts programs develop breadth and depth of interest in our students and provide another way to interpret and relate to the world. The arts enhance our students’ lives and both performance and appreciation must continue to be key components of these programs.

The health and physical education programs teach fitness, coordination, sportsmanship, good health practices and attitudes. Our commitment to provide appropriate instructional time for these programs and activities must not waiver.

These comprehensive educational objectives of “expanded basics” are reflected in district-wide elementary curriculum which guides instruction at Tokeneke School as well as the other four elementary schools.

*Excerpted from:*

*Educational Specifications for the Five Elementary School Building Program, 1994*

## **IMPLICATIONS FOR TOKENEKE SCHOOL**

Today's educational program is built upon research – based practices which improve student learning. The focus includes both large and small group learning, reliance upon multiple and varied materials for differentiated instruction and emphasis on both understanding and application of concepts.

The program and principles governing quality elementary education have an impact on the design of elementary school facilities. Schools designed for the future must have classrooms appropriately sized to support active learning in many forms: teacher-directed, whole class instruction, small group work, independent learning, exploratory learning through “centers” and both the print and technology tools to support all of them. Kindergarten rooms must be larger than other regular classrooms due to the unique developmental needs of young children. Typical activity centers in kindergarten would include a block center, a sand or science table, a math manipulative center and reading and writing centers.

Flexibility must be provided in all classrooms. The installation of classroom sinks will foster science activities as well as arts and crafts projects. Soundproofing of one room per school will provide an alternate to the stage for instrumental music. Fiber optic wiring will be provided to enable students to utilize technology hardware and software. Existing equipment in good condition will be utilized to satisfy these educational specifications wherever possible.

A personalized, child-centered environment is important for learning. Classrooms of the same grade should be grouped together and the school's design must support an environment that stimulates learning.

We must maintain a strong commitment to serving special education students in a range of settings from the regular classroom to specially designed rooms based on type or level of need.

The new Tokeneke School will be designed to accommodate three to four sections per grade level. Recent enrollment trends as well as enrollment projections for the next five years support this plan. However, the location of the building on the site and its architectural design should allow for additional classroom and/or other space if and when it is needed in the future.

In 1994, the authors of the educational specifications indicated that the program they described “reflect(ed) our commitment to a strong philosophy... the schools' designs should reflect this vision. Our children deserve a comprehensive, challenging educational program and the environment in which quality education can occur.” The new Tokeneke School, like the other elementary schools in Darien, should also reflect this vision.

*Excerpted from:*

*Educational Specifications for the Five Elementary School Building Program, 1994*

## CLASSROOMS AND COMMON ROOM

1.1	<u>TYPICAL CLASSROOMS, GRADES 1-5</u>
1.2	<u>KINDERGARTEN CLASSROOMS</u>
1.3	<u>READING/SMALL GROUP INSTRUCTION ROOM</u>
1.4	<u>ESL ROOM (ENGLISH AS A SECOND LANGUAGE)</u>
2.0	<u>COMPUTER ROOM</u>
3.0 3.1	<u>GENERAL MUSIC ROOM</u> <u>MUSIC STORAGE</u>
3.2 3.3	<u>INSTRUMENTAL MUSIC ROOM</u> <u>MUSIC STORAGE</u>
5.0 5.1 5.2	<u>ART ROOM</u> <u>ART STORAGE</u> <u>KILN AREA</u>
6.0	<u>LIBRARY-MEDIA CENTER</u>
7.0 7.1 7.2 7.3 7.4	<u>LUNCH/COMMON ROOM</u> <u>PLATFORM</u> <u>CHAIR STORAGE</u> <u>KITCHEN/SERVING AREA</u> <u>KITCHEN STORAGE</u>
8.0 8.1 8.2	<u>GYMNASIUM</u> <u>EQUIPMENT STORAGE</u> <u>PHYSICAL EDUCATION OFFICE</u>

## **1.1 TYPICAL CLASSROOMS, GRADES 1-5**

### **1. Room Size**

Typical classrooms should have 880 sq. ft of classroom space and with storage included. This size will support an activity - based program with multiple learning stations.

### **2. Program Objective**

- To provide a learning environment which meets children's developmental needs in the affective, perceptual and cognitive domains.
- To provide an environment that promotes the development of students' skills and knowledge and encourages the highest level of achievement for all students
- To provide an environment that encourages student inquiry, builds citizenship skills, and fosters habits of mind that support learning.

### **3. General Description of Program**

- Language Arts: Language Arts includes instruction in reading, writing, speaking, listening and dramatizing.
- Mathematics: Mathematics includes instruction in number sense and operations, patterns, algebra and functions, measurement, geometry, data analysis and probability.
- Science and Health: Science includes instruction in life science, earth science, and physical science. Health includes instruction in nutrition, personal safety, environmental health, disease prevention, substance abuse prevention and decision-making.
- Social Studies: Social Studies includes instruction in history, geography, civics and current events.

### **4. Activities**

Classrooms provide space for teacher-led whole class instruction, small group instruction, student project activity and other types of independent learning by individual students, use of computers and other technology. Small group and individual tutorials will also take place in the classroom.

Ample storage space is needed for math and science equipment, student texts, papers and art supplies, computers and technology equipment, classroom libraries, playground equipment and students' personal belongings.

### **5. Persons**

Each classroom should be able to accommodate 19 - 26 students, one classroom teacher, and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom. Parent volunteers will participate in classroom activities, as well.

## **6. Furniture, Fixtures and Equipment**

- student desks and chairs
- teacher desk and chair
- small group reading table
- large area rug
- interest center/small group work tables and chairs (3 per classroom)
- student cubbies to accommodate up to 26 students
- ample storage space for instructional materials
- lockable storage space for equipment and teacher materials
- sink
- white boards
- tack boards
- maps
- projection screen
- wall/ceiling-mounted TV monitor and LCD projector
- networked computer terminals and printers, computer tables, open shelving

## **1.2 KINDERGARTEN CLASSROOMS**

### **1. Room Size**

Kindergarten classrooms need to have 940 sq. ft of space with storage included. The kindergarten program is primarily activity - based to meet the developmental needs of young children.

### **2. Program Objective**

- To provide a learning environment which meets children's developmental needs in the affective, perceptual and cognitive domains.
- To provide learning experiences through which children will acquire the knowledge, skills and attitudes necessary to effectively understand and thrive in the total environment.

### **3. General Description of Program**

The early childhood classroom is an active, social place. The extended day program is designed to promote literacy and numeracy development and to foster student inquiry, as well. Learning results from large and small group experiences and interactions with a variety of materials.

- Literacy – Language development is central to the kindergarten classroom. All aspects of language - reading, writing, speaking, listening and enacting – are promoted through carefully orchestrated and monitored activities. Students learn concepts of print through shared literature experiences. They begin learning about writing conventions as they observe the teacher record their words on large chart paper. Later, they participate in shared writing experiences, journals and literature response activities. They learn to verbalize their own ideas, as well as to listen to the ideas of others, in large and small-group discussions. Through role-play, children enact songs, poems and stories and informally perform before others.
- Numeracy - Students develop mathematical awareness by manipulating objects and translating their conceptual understandings into symbolic representations. They practice addition and subtraction by grouping, combining and regrouping objects and discussing the results of their actions. They learn to create and interpret charts and graphs, sort and classify objects, to detect patterns and numeric relationships between and among objects in their world. They study the calendar and cultivate an understanding of time by counting the days of the school year.
- Inquiry - Exploration and investigation are the hallmarks of the kindergarten program. Through literacy experiences, students are encouraged to be curious, to ask questions, make predictions and explore possibilities. Through mathematical experiences, they are challenged to wonder about the relationships between the many elements of their world. Through scientific investigations, they experiment and draw conclusions about their findings.



#### **4. Activities**

The kindergarten room is designed for high activity and movement of large groups as well as quiet, independent discovery learning. Activities to be housed include large-and small group instruction and classwork. Students will meet on the floor in front of a chart stand and a teacher chair to share experiences, talk, listen, write stories and read together. Small-group work will take place at different centers: the reading corner, the block area, the art center, the science center, the math area, the drama center and the computer area. As students explore and manipulate books and materials available in the classroom, they learn content and develop skills. Each kindergarten classroom should have an area with cubbies for coats, boots, backpacks, etc.

#### **5. Persons**

Each classroom should be able to accommodate 19 - 23 students, one classroom teacher and a special education teacher, specialist or one or more instructional aides who may share instruction of small groups or individuals within the regular classroom. Parent volunteers will participate in classroom activities, as well.

#### **6. Furniture, Fixtures and Equipment**

- student desks and chairs
- teacher desk and chair
- small group reading table
- large area rug
- interest center/small group work tables and chairs (5 per classroom)
- student cubbies to accommodate up to 23 students
- ample storage space for instructional materials
- lockable storage space for equipment and teacher materials
- sink
- toilet room
- white boards
- tack boards
- maps
- projection screen
- wall/ceiling-mounted TV monitor and LCD projector
- networked computer terminals and printers, computer tables
- open shelving

### **1.3 READING/ SMALL GROUP INSTRUCTION ROOM**

#### **1. Room Size**

One room of 500 sq. ft. is needed. Small groups of students will meet in this space for supplemental instruction.

#### **2. Program Objective**

To provide reading instruction to students who have difficulty mastering the basic skills as taught in the regular education program. To support classroom program through individualized testing, analysis and instructional materials.

#### **3. General Description**

Students who demonstrate difficulty with specific skills will receive assistance and support in small group settings.

#### **4. Activities**

Activities to be housed include individual and small-group instruction, student practice with both print and electronic media, conferences (both student and parent) and individual and small-group assessment.

#### **5. Persons**

One reading teacher and groups of 4-8 students.

#### **6. Furniture, Fixtures and Equipment**

- teacher desk and chair
- small group reading tables and chairs
- ample storage space for instructional materials
- lockable storage space for equipment and teacher materials
- white boards
- tack boards
- projection screen
- wall/ceiling-mounted TV monitor and LCD projector
- networked computer terminals and printers, computer tables, open shelving

## **1.4 ESL ROOM (ENGLISH AS A SECOND LANGUAGE)**

### **1. Room Size**

One room of 300 sq. ft. is needed. Individuals and/or and small groups of students will meet in this room for supplemental instruction.

### **2. Program Objective**

Students who have limited English proficiency are provided with instruction in English. The objective in the program is to enable students to understand the English language so that they may function effectively within the regular classroom.

### **3. General Description**

The ESL classroom is a space in which individual and small group instruction will occur. The classroom should be suitable equipped for small group instruction.

### **4. Activities**

Activities to be housed include individual and small group instruction, oral and written practice of English language skills, use of print and electronic media and individual and small-group assessment.

### **5. Persons**

One ESL teacher and 1 - 4 students.

### **6. Furniture, Fixtures and Equipment**

- student work tables and chairs
- teacher's desk and chair,
- white boards
- tack board
- open shelving
- lockable storage
- one computer terminal with printer, computer table

## **2.0 COMPUTER ROOM**

### **1. Room Size**

An 820 sq. ft. computer lab will be utilized for large and small group instruction in the use of technology as a tool for learning. The computer lab is used before, during and after school.

### **2. Program Objective**

To develop in students the ability to use technology as a tool through the study and application of delivery systems and processes to conduct research, communicate information and ideas, create original works, organize data and solve problems.

### **3. General Description**

All students in grades 2-5 have between 30-45 minutes of time in the computer lab per week. The computer/technology education program for elementary grades will focus on application of knowledge, skills, insights, and tools to:

- locate, evaluate, interpret and synthesize information from electronic sources
- identify and apply effective and efficient strategies for communicating information and ideas, solving problems, and creating original works, and
- facilitate learning in the content areas.

Students will be scheduled to receive direct instruction in computer operation each week. In addition, the labs will be available for use by small groups and classes on a flexible schedule basis.

### **4. Activities**

Activities include student experiences with computer operation basics, word processing and software applications, work with databases, spreadsheets and graphics, and information processing and presentation strategies.

### **5. Persons**

The computer lab should be able to accommodate 19 - 26 students, the regular classroom teacher and one or more instructional aides.

### **6. Furniture, Fixtures and Equipment**

- computer tables and chairs
- teacher work table and chair
- 26 networked computer stations with printers
- wall/ceiling-mounted SMART Board
- printers

- lockable storage space for equipment and teacher materials
- white boards
- tack boards
- projection screen
- wall/ceiling-mounted TV monitor and LCD projector

### **3.0 GENERAL MUSIC ROOM**

#### **3.1 MUSIC STORAGE**

##### **1. Room Size**

The general music classroom includes 1010 sq. ft. of classroom space and 80 sq. ft. of music storage. This room size will provide space for the level of student movement and activity which is inherent to the music program and also for storage of necessary equipment.

##### **2. Program Objective**

To develop in students an appreciation and knowledge of music, to increase their enjoyment, critical analysis, creativity and cultural awareness.

##### **3. General Description**

All elementary grade students have between 50-70 minutes of general music per week. The elementary music curriculum is based on the three artistic processes of creating, performing and responding to music and is designed to offer a sequential, comprehensive, standards-based music education to all children in kindergarten through grade five.

Pitched and non-pitched classroom instruments, movement, singing and dance skills are an integral part of the general music curriculum.

##### **4. Activities**

Activities include singing, listening, playing in large and small groups, composing, recording, acting, dancing, discussion, lecture and general music classes.

##### **5. Persons**

Persons to be housed include 19 - 26 students, one teacher and one or more instructional aides

##### **6. Furniture, Fixtures and Equipment**

- student tables and stackable folding chairs
- teachers' desk and chair
- moveable risers
- white boards
- tack boards
- projection screen
- networked computer terminals and printers, computer tables
- wall/ceiling-mounted TV monitor and LCD projector
- divided shelving for sheet music storage
- musical instruments, including piano
- lockable storage

## **3.2 INSTRUMENTAL MUSIC ROOM**

### **3.3 MUSIC STORAGE**

#### **1. Room Size**

The instrumental music classroom includes 855 sq. ft. of classroom space and 100 sq. ft. of music storage. This room size will provide space for necessary equipment which is inherent to the music program.

#### **2. Program Objective**

To develop in students an appreciation and knowledge of instrumental music, to increase their enjoyment, critical analysis, creativity and cultural awareness.

#### **3. General Description**

Beginning in grade 3, elementary students may choose to play a musical instrument. While large group meetings are conducted before school, lesson groups or sectionals are conducted during the school day. Students will perform and respond to music during lessons.

#### **4. Activities**

Activities include listening, playing, composing, and recording.

#### **5. Persons**

Persons to be housed include 4-10 students, one teacher and one or more instructional aides

#### **6. Furniture, Fixtures and Equipment**

- stackable folding chairs
- music stands
- teachers' desk and chair
- moveable risers
- white boards
- tack boards
- projection screen
- wall/ceiling-mounted TV monitor and LCD projector
- divided shelving for sheet music storage
- networked computer terminals and printers, computer tables
- musical instruments
- lockable storage

#### **7. Special Requirements**

This room should be soundproofed and should be located near the general music room for shared use of storage.

## **5.0 ART ROOM**

### **5.1 ART STORAGE**

### **5.2 KILN AREA**

#### **1. Room Size**

The art classroom is 1500 sq. ft. in size with 180 sq. ft for storage and 45 sq. ft. for the kiln area. This room size will provide space for necessary equipment and the level of student activity which is inherent to the art program.

#### **2. Program Objective**

To develop in students an understanding and appreciation of art techniques and processes, art media, art history, cultural awareness and to emphasize aspects of visual communication and critical thought.

#### **3. General Description**

All elementary grade students have between 45-50 minutes of art per week. Art Education introduces students to the basics, including a variety of media, the fundamentals of design and color in multi-dimensional areas, execution and application of design principles, decision-making and critical thinking.

#### **4. Activities**

Activities include: design, drawing, painting, printmaking, clay, sculpture, two- and three-dimensional assemblage, plaster, photography, weaving/related crafts and computer arts.

#### **5. Persons**

19 - 26 students per class, one art teacher and one or more instructional aides

#### **6. Furniture, Fixtures and Equipment**

- student work tables and stools
- teacher desk and chair
- ample storage space for art materials
- lockable storage space for equipment and teacher materials
- 3 sinks
- white boards
- tack boards
- projection screen
- wall/ceiling-mounted TV monitor and LCD projector



- networked computer terminals and printers, computer tables
- emergency eyewash station
- kiln
- storage racks

## **6.0 LIBRARY MEDIA CENTER**

### **1. Room Size**

The Library-Media Center, including book stacks, reference area, office area and storage will total 3200 sq. ft. As points of reference, the Library-Media Center at Hindley School is 3004 sq. ft. and the Library-Media Center at Holmes School is 3410 sq. ft.

### **2. Program Objective**

To develop in students and staff the ability to use information effectively by fully integrating the use of print and non-print resources into all curricular areas.

### **3. General Description**

All elementary grade students have between 30-45 minutes of time in the library-media center per week. The Library-Media Center provides students and teachers with ongoing access to print and electronic media. The Library-Media Center continually provides enrichment through books, periodicals, computers, on-line sources, as well as serving as an access route to other sources of information. All students in grades K-5 receive regular instruction in selection of appropriate reading material, the use of facilities and resources in the Library -Media Center.

### **4. Activities**

Research materials processing, storage and circulation, classroom instruction, technology production, television production, administrative and clerical tasks.

### **5. Persons**

19 - 26 students in a class group, and individual students using resources, one Library-Media Specialist and one or more instructional paraprofessionals.

### **6. Furniture, Fixtures and Equipment**

- current and expected book collections
- stacks and shelves
- networked computer terminals and printers, computer tables
- wall/ceiling-mounted TV monitor and LCD projector
- student work tables and chairs
- specialist's desk and chair
- reading area furniture
- work counters, including sink
- lockable cabinets

## **7.0 LUNCH/COMMON ROOM**

### **7.1 PLATFORM**

### **7.2 CHAIR STORAGE**

### **7.3 KITCHEN/SERVING**

### **7.4 KITCHEN STORAGE**

#### **1. Room Size**

The lunch/common room should be 2500 sq. ft. The platform should be 1000 sq. ft. chair storage should be 250 sq. ft. The kitchen/serving area should be 1330 sq. ft and the kitchen storage area should be 500 sq. ft. As points of reference, the common room at Holmes School is 2240 sq. ft and the common room at Hindley School is 2480 sq. ft.

#### **2. Program Objective**

This area will be used to serve lunch daily for up to 430 K- 5 students in an environment which encourages good nutrition and appropriate social behavior. This area will be used to provide a large group area for the purposes of instrumental and dramatic practices and performances, presentations and assemblies, large-group instruction and meetings.

#### **3. General Description**

The common room should include tables and chairs and/or bench seating for lunch periods. The room should accommodate 350 folding chairs for audiences attending performances, with adjacent storage for ease in set up and removal.

The platform area should be raised from the cafeteria floor level and the proscenium should be filled with a soundproof closing wall. The platform area should be equipped with standard acoustical curtains, appropriate lighting above the area and a roll-down screen at the front of the platform.

The kitchen includes food preparation space, serving space, dishwashing and disposal area, dry storage, freezers and refrigerators, manager's office, unisex handicapped toilet and lockers for employees.

#### **4. Activities**

The common room/ kitchen area will serve the following functions:

- preparation area, serving area and eating area for up to 430 students served in up to six lunch waves

- presentation space for school musical and dramatic programs, student plays, and theatrical events
- large-group instruction, as well as live and video presentations.
- platform area of the common room may serve as an additional music teaching station, a choral, band or string ensemble rehearsal area and a performance stage.
- reception area for open houses and parent conferences, location for staff meetings
- space for parent and school community meetings and special events.

## **5. Persons**

Persons to be housed in the common room include up to 140 students and two to three supervisory personnel per sitting. When used as a large-group meeting place, up to 350 persons may be housed in the common room

## **6. Furniture, Fixtures and Equipment**

The common room includes:

- tables and chairs or benches for student lunch
- folding chairs for large group events for up to 350 students or community members,
- garbage containers
- lockable storage
- 2 water fountains

The platform area includes:

- standard acoustical (cyclorama and proscenium) curtains
- soundproof (closing) folding wall across the proscenium
- softwood floor
- appropriate lighting above and at the platform front
- a roll-down screen

The kitchen area includes:

- work tables and counter spaces
- walk-in and reach-in refrigerators and freezers
- three-compartment and vegetable/utility sinks
- microwave and gas/convection ovens
- stove top and fryer with hoods and sprinkler systems
- steamer kettle
- recessed soup urns
- dish-washing machine
- clothes washer and dryer
- steam tables
- cold table
- shelving
- lockable storage

## **8.0 GYMNASIUM**

### **8.1 EQUIPMENT STORAGE**

### **8.2 PHYSICAL EDUCATION OFFICE**

#### **1. Room size**

The gymnasium of 2500 sq. ft. is needed. A physical education office of 150 sq. ft. and equipment storage of 350 sq. ft. are also needed. As points of reference, the gym at Hindley School is 2400 sq. ft. and the gym at Holmes School is 2616 sq. ft.

#### **2. Program Objective**

To develop students' health and well being through demonstrated competence in selected lifetime games and activities, lifetime physical fitness, recreational, sports and adventure-based activities.

#### **3. General Description**

All elementary grade students have between 45 and 90 minutes of physical education per week. The physical education curriculum emphasizes physical fitness, individual and team sports and progressive development of skills. An adjacent physical education office should have direct phone access to the nurse's office. A boys' toilet room and a girls' toilet room should be located immediately adjacent to the gymnasium. Two full-sized playing fields adjacent to indoor instructional spaces are needed for outdoor physical education activities. The fields should be readily accessible from the gymnasium.

#### **4. Activities**

Activities to be housed include, but are not limited to: adventure activities, aerobics, cooperative activities, dance, fitness activities, swing golf program, basketball, field hockey, floor hockey, gymnastics and tumbling, kickball, large-group games, lacrosse, soccer, softball, baseball, team handball, track and field, volleyball, health and safety instruction, co-curricular and extracurricular activities, adapted physical education, dressing and personal hygiene.

#### **5. Persons**

Persons to be housed include one physical education teacher and 19 - 26 students. Support staff, including an instructional aide or physical or occupational therapist may also be present.

#### **6. Furniture, Fixtures and Equipment**

- teacher desk and chair for physical education office
- lockable storage in offices

- networked computers, printer and computer tables
- secure storage for equipment
- four basketball goals with height adjustments
- backstop for outdoor field

## **9.0 ADMINISTRATION**

<b>9.1</b> <b>9.2</b> <b>9.3</b>	<b><u>PRINCIPAL'S/ASSISTANT PRINCIPAL'S OFFICES</u></b> <b><u>WAITING AREA</u></b> <b><u>SECRETARIAL AREA/MAIL</u></b>
<b>9.4</b>	<b><u>CONFERENCE ROOMS</u></b>
<b>9.5</b>	<b><u>STAFF WORKROOMS</u></b>
<b>9.6</b>	<b><u>STAFF ROOM</u></b>
<b>9.7</b>	<b><u>HEALTH ROOM</u></b>
<b>9.8</b>	<b><u>CUSTODIAL AND MAINTENANCE SERVICES</u></b>

## **9.1 PRINCIPAL'S and ASSISTANT PRINCIPAL'S OFFICES**

### **9.2 WAITING AREA**

### **9.3 SECRETARIAL AREA/MAIL**

#### **1. Room Size**

The principal's office should be 200 sq. ft and the assistant principal's office should be 180 sq. ft. The waiting area should be 400 sq. ft. The secretarial/mail area should be 400 sq. ft.

#### **2. Program Objective**

To provide leadership, coordination and support for the instructional program and related services.

#### **3. General Description**

Separate office spaces are required for the principal and assistant principal. A public waiting area must be large enough to accommodate normal traffic of adult visitors, parents with small children, students and staff. An area is needed for the school secretary's desk, for staff mail and for storage of office supplies.

#### **4. Activities**

Administrators will conduct meetings with students, school and district staff and parents and will communicate, both orally and in writing with school and district staff, parents and citizens. Clerical personnel will receive and assist guests to the school, assist staff, keep records, prepare materials, distribute materials.

#### **5. Persons**

The principal's and assistant principal's offices need to be able to accommodate up to five people in each location for meetings and the office areas need to accommodate up to two secretaries and/or clerical aides, one or more volunteers and constant visits from staff, students and parents

#### **6. Furniture, Fixtures and Equipment**

- desks, returns and chairs
- lockable filing cabinets
- storage for office supplies and paper



- lockable storage
- counter work station
- staff mail boxes
- networked computer terminals and printer, computer tables
- waiting area chairs and tables
- copy/fax machine
- open shelving
- tack boards

## **9.4 CONFERENCE ROOMS**

### **1. Room Size**

Two conference rooms of 250 sq. ft. each are needed.

### **2. Program Objective**

To provide leadership, coordination and support for the instructional program and related services.

### **3. General Description**

Conference rooms are needed to conduct meetings which cannot be held in administrators' offices.

### **4. Activities**

Conferences with school and district staff, parents, students, guests and community members; staff training for small groups

### **5. Persons**

4-10 participants, including members of school and district staff, parents, students, guests and community members

### **6. Furniture, Fixtures and Equipment**

- conference table and chairs
- networked computer terminal and printer
- wall/ceiling-mounted SMART Board
- white board
- wall/ceiling-mounted TV monitor and LCD projector
- tack board

## **9.5 STAFF WORKROOMS**

### **1. Room Size**

Two rooms of 225 sq. ft each are needed.

### **2. Program Objective**

To provide spaces for teachers to prepare and store instructional materials and keep supplies and reference/resource materials for classroom instruction.

### **3. General Description**

Two workrooms, preferably one on each floor are necessary for the preparation of materials.

### **4. Activities**

Activities to be housed in the workroom include preparation of materials, storage of materials, researching and downloading from electronic data bases, word processing, graphic design, production of paper copies or transparencies, duplication, laminating and creation of tack materials.

### **5. Persons**

The staff workrooms will be utilized on a rotating basis by up to 40 staff members and volunteers.

### **6. Furniture, Fixtures and Equipment**

- secure built-in cabinets and storage closets
- work table (30" x 60") and chairs
- white board
- tack board
- large-capacity copier and stand
- sink and work counter
- two networked computer terminals with color printer, computer table
- wall/ceiling-mounted TV monitor and LCD projector
- laminating machine
- paper cutter
- letter-press machine

## **9.6 STAFF ROOM**

### **1. Room Size**

One staff rooms of 360 sq. ft. is needed.

### **2. Program Objective**

To provide places in the school where staff members can have lunch, conduct small staff meetings and enjoy participation in the adult culture of the school.

### **3. General Description**

Teachers, administrators, aides and other employees have lunch in the staff rooms each day. Small staff meetings are often conducted in staff rooms.

### **4. Activities**

Staff members will use the staff rooms for lunch and small staff meetings.

### **5. Persons**

Up to 40 staff members and volunteers will occupy staff rooms at various times during the day.

### **6. Furniture, Fixtures and Equipment**

- table and 12 chairs
- sink
- refrigerators
- microwave oven
- storage

## **9.7 HEALTH ROOM**

### **1. Room Size**

One Health Room of 320 sq. ft is needed

### **2. Program Objective**

To provide quality health care and assistance to ill students and to offer preventive health services as required by the Darien Public Schools and the State of Connecticut.

### **3. General Description**

The Health Room will serve the total population of up to 430 students. It must be staffed daily by a licensed registered nurse who dispenses general health care to students in need, and conducts screenings and other preventative programs as required. School nurses collaborate with administrative and pupil personnel staff on a daily basis and participate in individual student's planning meetings as needed.

A handicapped accessible toilet should be located immediately adjacent to the Health Office, with direct access from the Health office.

### **4. Activities**

Activities to be housed include first aid and emergency care, dispensing of medication, special physical examinations, screening services including vision, hearing, height, weight, and scoliosis, and record keeping.

### **5. Persons**

Persons to be housed include up to one full-time nurse and students needing service.

### **6. Furniture, Fixtures and Equipment**

- separate and secure cabinets for medication and supplies
- secure cabinets for charts and records
- storage
- refrigerator, examining table
- emergency equipment
- nurse's desk
- vinyl cots
- 4 chairs
- two sinks (as required by OSHA)
- telephone, intercom to all areas of the building
- one networked computer terminal and printer, computer table

## **7. Special Requirements**

Special requirements include a location adjacent to administration and in close proximity to the main entrance at the front of the building.

## **9.8 CUSTODIAL OFFICE**

### **1. Room Size**

One space of 180 sq. ft is needed.

### **2. Program Objective**

To ensure a safe and healthy space for custodians and maintenance personnel to compete tasks, to maintain communications and to store office material.

### **3. General Description**

The custodial office and workspace should accommodate both custodial staff and the maintenance staff. Office and workspace should accommodate desk and file for custodian, and secure lockable cabinets for small and valuable custodial and maintenance tools and supplies. The custodial workspace should be in close proximity to the school's point of delivery. Fire alarm enunciator panel should be in close proximity.

### **4. Activities**

Activities to occur in the office include: moderate repairs, cleaning custodial equipment, uncrating, changing clothes, eating lunch, paperwork and electronic communication

### **5. Persons**

Staff will include up to 3 custodians and visiting district maintenance personnel.

### **6. Furniture, Equipment**

Office:

- desk and chair
- file cabinet,
- benches
- storage cabinets
- sink
- tack board
- clothing lockers
- lunch table
- one computer terminal, printer and computer table

<b><u>10.0 SPECIAL EDUCATION</u></b>
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10.1	<b><u>RESOURCE ROOMS/LEARNING CENTER</u></b>
10.2	<b><u>CORE ROOM</u></b>
10.3	<b><u>SPEECH AND LANGUAGE THERAPY ROOM</u></b>
10.4	<b><u>PSYCHOLOGIST'S ROOM</u></b>
10.5	<b><u>GIFTED/MULTI-PURPOSE ROOM</u></b>



## **10.1 RESOURCE ROOMS/LEARNING CENTER**

### **1. Room Size**

Two resource rooms/learning centers at 300 sq. ft. each are needed.

### **2. Program Objective**

To enable identified students to learn an individually prescribed curriculum.

### **3. General Description**

Students with identified learning difficulties that preclude continuous participation in the regular classroom are scheduled into a special education class for assistance as specified in individual education plans. Students are instructed in small groups or individually.

### **4. Activities**

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

### **5. Persons**

2 - 8 students, one special education teacher, one or more instructional paraprofessional

### **6. Furniture, Fixtures and Equipment**

- student work tables and chairs
- teacher desk and chair
- white board
- tack board
- open shelving
- lockable storage
- two networked computer terminals and printer, computer table
- wall/ceiling-mounted TV monitor and LCD projector

## **10.2 CORE ROOM**

### **1. Room Size**

One room of 880 sq. ft is needed for this program.

### **2. Program Objective**

This special education program enables students to receive special instruction beyond the curriculum of the regular classroom.

### **3. General Description**

Students who have been identified through the planning and placement process will spend part or all of the day in this classroom.

### **4. Activities**

Individual and small-group instruction, tutoring and enrichment activities, physical therapy routines and activities which develop gross motor skills.

### **5. Persons**

2 – 8 students, one special education teacher, one or more instructional paraprofessional

### **6. Furniture, Fixtures and Equipment**

- student work tables and chairs
- teacher desk and chair
- white board
- tack board
- open shelving
- lockable storage
- kitchenette including sink with drinking fountain
- networked computer terminals and printers, computer tables
- wall/ceiling-mounted TV monitor and LCD projector
- moveable wall

### **10.3 SPEECH AND LANGUAGE THERAPY ROOM**

#### **1. Room Size**

One room of 200 sq. ft is needed to provide speech and language therapy.

#### **2. Program Objective**

To enable identified students to improve speech and language skills through a program consistent with each student's individual education plan

#### **3. General Description**

Students with identified deficits in speech and language receive supplemental instruction as specified in individual education plans. Students are instructed in small groups or individually.

#### **4. Activities**

Activities to be housed include individual and small-group tutoring, individual testing, independent and small-group learning activities and conferences with individuals or small groups of students.

#### **5. Persons**

Individual or small groups of students, one speech and language therapist and one or more instructional aides

#### **6. Furniture, Fixtures and Equipment**

- student work tables and chairs
- teacher desk and chair
- white board
- tack board
- open shelving
- lockable storage
- networked computer terminal and printer, computer table

## **10.4 PSYCHOLOGIST'S ROOM**

### **1. Room Size**

One room of 200 sq. ft. is needed.

### **2. Program Objective**

To appropriately assess students' learning needs and to provide counseling in matters of school adjustment.

### **3. General Description**

Individual students may experience difficulties in learning or in successfully managing the environment of school. Other students may be performing at a level beyond that of their age groups. In these cases, individual testing provides the information that school personnel need to make educational decisions about program, placement, etc.

### **4. Activities**

Activities to be housed include individual testing, counseling and conferences with individual students or with parents

### **5. Persons**

One school psychologist and an individual student will use this space.

### **6. Furniture, Fixtures and Equipment**

- student work table
- teacher desk and chair
- lockable storage
- networked computer terminal and printer, computer table
- open shelving

## **10.5 GIFTED/MULTI-PURPOSE ROOM**

### **1. Room Size**

One room of 500 sq. ft. is needed for this program and for a variety of other uses

### **2. Program Objective**

The Idea program (gifted education) enables students to receive supplementary instruction beyond the curriculum of the regular classroom.

### **3. General Description**

Students who have been identified as gifted participate in the Idea program. Students meet in small groups of 4-10 for their instruction.

### **4. Activities**

Activities to be housed include individual and small-group learning activities including 4-12 students.

### **5. Persons**

Small groups of students, one Idea teacher and one or more instructional aides

### **6. Furniture, Fixtures and Equipment**

- student work tables and chairs
- teacher desk and chair
- white board
- tack board
- open shelving
- lockable storage
- networked computer terminals and printers, computer table
- wall/ceiling-mounted TV monitor and LCD projector

<b><u>11.0 STORAGE REQUIREMENTS</u></b>
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11.1	<b><u>COPIER/PAPER STORAGE</u></b>
11.2	<b><u>TEACHER MATERIALS STORAGE</u></b>
11.3	<b><u>INACTIVE STORAGE</u></b>
11.4	<b><u>CUSTODIAL STORAGE</u></b>
11.5	<b><u>MAINTENANCE STORAGE</u></b>

### **11.1 COPIER PAPER STORAGE**

This 200 sq. ft. room should include space for a copier, one worktable, six 3'x 4' pallets of paper and shelves for storage of paper and supplies. As the paper is combustible material, this space should be walled. Door access should allow for movement of pallets without restacking.

### **11.2 TEACHING MATERIALS STORAGE**

These two rooms must be adequate in size to store items such as charts, grade level trade books, supplemental and enrichment materials, testing materials, science equipment and science models, etc. For example, the amount of storage space for teaching materials currently at Ox Ridge School is approximately 350 sq. ft., comprised of two closets, each approximately 6.5 x 26.5. Two spaces of approximately 200 sq. ft are needed with floor to ceiling shelves on three walls.

### **11.3 INACTIVE STORAGE**

Inactive storage includes items such as stage props, risers, school fair equipment and supplies. This room should be at least 400 sq. ft. of space and should have floor to ceiling shelves covering two walls.

### **11.4 CUSTODIAL STORAGE**

Custodial supplies include mops, brooms, pails, paper supplies, ladders, steam cleaners, vacuums and cleaning supplies. Four custodial closets, each about 36 sq. ft. are needed, with two on each floor in a two-story building. All closets must be equipped with sinks, shelves and lockable cabinets. In addition, there is a need for a central storage space (approximately 14' x 14') for bulkier equipment.

### **11.5 MAINTENANCE STORAGE**

This 240 sq. ft. space is for the storage of lawn mowers, snow blowers, and shovels and outside maintenance supplies and equipment.

<b><u>SERVICES, SYSTEMS AND SITE</u></b>
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	<b><u>COMMUNICATIONS AND INFORMATION</u></b>
	<b><u>SITE AND BUILDING DEVELOPMENT</u></b>
	<b><u>ENVIRONMENT</u></b>



## **COMMUNICATIONS AND INFORMATON**

### **A. Integrated Electronic Communication System for Voice, Data and Video**

1. All normally occupied teaching spaces, offices, staff rooms, administrative spaces, boiler room, kitchen, and receiving area should be linked by a telephone and speaker which provides public address, emergency, outside line access, and internal private communications.
2. All spaces, indoor and outdoor, should receive emergency call announcements.
3. Ability to switch all calls to specific telephones after hours.
4. Ability to access intercom system from outside the school.
5. Ability to limit out of local area calls from specific phones.
6. High volume "night bells" for telephone system.
7. Back-up emergency power for computer networks, telephone and intercoms.
8. All offices and teaching spaces to be equipped with networked computers for staff members.
9. All classrooms to have networked computer communications and built-in data projectors.
10. Voice, data and video broadcast and reception capability, including multi-channel communication, available for all teaching stations and the main office (including through an integrated communication system). All cabling should be fiber optic with OCT connections. Wireless or infra-red capability should also be available in each teaching and office space. Spare conduit or cabling trays should be included for future upgrades and expansion.
11. Remote media retrieval system in each classroom.
12. Back up emergency power for light-safety systems, alarm/communications systems, and heating systems.

### **B. Clock and Bell System**

All normally occupied areas should have a clock showing hours and minutes connected to a master clock that also controls bells and/or chimes. The master clock should automatically correct all systems.

### **C. Fire Alarm/Security**

The school should be equipped with a fully code compliant fire detection, alarm, and sprinkler system. All equipment should be state-of-the-art. Remote enunciator panels showing location of the source of the alarm should be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm, an evacuation signal should be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm should signal until manually reset. Sprinkler heads should be carefully located and positioned to prohibit tampering. Alarms should be easily heard throughout the building and visual alarms should be provided as per code.

One integrated fire alarm/security system with video monitoring capacity and other electronic security devices should protect the entire structure.

All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.

### **D. H.V.A.C. System**

The heating, ventilating and central air conditioning system should be carefully and thoroughly planned. The entire building should be air-conditioned to allow use for summer programs for both special and regular education students. Air conditioning should be zoned for use during the summer in all offices (including music and physical education offices), library, computer lab, and classrooms.

Alternate source of hot water for domestic use should be provided for summer operation so major boilers may be shut down during non-heating season.

Connection to external emergency power sources should be provided (including all code required automatic transfer switches) to keep vital building components and areas functioning in an emergency.

### **E. Plumbing**

Building should meet all minimum code requirements for number of toilet fixtures, sinks, and drinking fountains.

All fixtures should be of the heaviest duty, vandal resistant design. Local service valves and isolation valves should be provided. Adequate clean outs should be provided. Piping should run in accessible pipe chases. Valves should be ball valves. Toilet partitions should be extreme duty, vandal resistant, with heavy-duty hardware. Automatic faucets, toilets and urinals should be installed in all toilet facilities. Fixtures should be wall hung. Building should be divided into sections with isolation and drain valves in each section.

### **F. Electrical Distribution**

Each normally occupied space should be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom should be from two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas should be located on not greater than 25-foot centers to permit ease in use of vacuums and floor machines. Each electrical distribution panel should have 25% free space

to add future circuits. All three phase motors should have phase protection. All exit signs should be L.E.D. type with cast housings and lexan lenses.

#### **G. Energy Conservation**

The new building plans should be reviewed by Northeast Utilities and should comply in so far as possible with their Energy Conscious Construction rebate program. A back-up generator must be present to maintain key building systems.

#### **H. Hardware and Security**

All hardware should be extra heavy duty. Access control devices must be installed at front entrance. A security keying system (mechanical or electronic) should be installed and maintained.

All panic devices should be rim type with removable mullions rather than vertical rod type. All doors such as stairwell doors, corridor smokes doors, etc. should be held open with magnetic devices connected to the fire alarm system.

#### **I. Elevator**

A handicapped-accessible elevator should be centrally located. The elevator car should be designed to transport passengers, and should be of appropriate size and equipment to accommodate the needs of physically impaired students, staff and community members. Because the elevator will also be used to transport freight, it should be of the size and capacity to accommodate an automatic floor scrubbing machine and other heavy equipment, and to move desks, furniture and equipment.

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## **SITE AND BUILDING DEVELOPMENT**

### **A. Size, Location, Physical Characteristics**

1. The building should be designed so as to provide enclosed access to all elements of the physical plant without having to exit the building, with the obvious exception of the outdoor physical education and athletic fields.
2. The location of the building on the site and its architectural design should allow for the construction of additional classroom and/or other spaces as needed in the future.
3. The building should be organized in a two-story plan with classrooms on both floors and core spaces such as the common room, gymnasium and main office on the first floor.
4. The building should contain sufficient common and specialized instructional and service spaces and the ability to add classroom spaces to ensure that the programs and activities can be maintained even if maximum enrollment rises above 430 students.
5. The building should include a recognizable and aesthetically pleasing front entrance which also includes security devices to regulate entry.
6. Athletic, recreational and performance spaces should be located so as to make them conveniently accessible during non-school day hours for community use.
7. Facilities should be divided into self-contained zones so that access may be granted for community use while limiting or preventing access to areas not being used for community activities
8. Parking lots should be located conveniently near those specific facilities most likely to receive significant use by community groups and providing well-lit pathways to those facilities, while preserving the residential nature of the neighborhood
9. In those spaces most likely to be used for community activities, capacity needs to be built in to safely secure equipment and supplies that will be present, but will not be needed for community functions
10. Food and refreshment facilities used during the school day should be designed and located to make at least parts of them available for community use in conjunction with community activities.
11. Possible community uses beyond current experience should be considered, and, if appropriate, consider how such uses may be accommodated through facility design.

12. Storage must be sufficient, well-organized and conveniently located throughout the building. Storage areas must be of adequate square footage and must be secure and safe to allow maintenance of resources in optimal condition.
13. Adequate parking spaces are needed to accommodate both the staff and guests who visit on a daily basis as well as those who attend special functions.
14. Distinct parking areas and traffic flow are needed to accommodate buses during loading and unloading, delivery vehicles and access to loading dock, employee parking and visitor parking. There must be a parent pick-up area which is well separated from bus loading and unloading but provides convenient and quick access to the building for students entering and exiting.
15. A loading platform is needed to accommodate food delivery for the kitchen and general merchandise for the school. This should be designed so that general merchandise does not have to be moved through the kitchen.
16. Adequate lighting should be provided for evening use of the building along all sides of the school, walkways, and parking areas.
17. Handicapped access should be provided as per ADA.
18. All levels of the school should be above grade with the avoidance of windowless interior spaces.
19. All sides of the school should be designed to be aesthetically attractive and accessible. Overhangs or porticos for student drop-off areas should be part of the design.
20. A flagpole is needed at in the front of the building.
21. The program requires a kindergarten playground and a play area for primary and intermediate grades. A blacktopped play area with two backboards is needed for play when fields are muddy. The play areas should be laid out with an economy of supervision in mind.
22. Interior courtyards are to be avoided, if possible. If unavoidable, they should be designed and landscaped to be reasonably maintenance free.
23. The entire site should be landscaped to be pleasing to the school's occupants and neighbors, as well as being easily and efficiently maintained.
24. Consideration should be made to provide ease in snow plowing and provisions made to accommodate snow piles.

## **B. Ingress and Egress**

Traffic flow should have adequate and safe sight distances. Walking patterns should be designed to minimize crossing vehicular traffic as much as possible.

**C. Bus Loading and Unloading**

This area should be separate and distinct from parking areas and the parent pick-up area and should accommodate the full complement of buses to service the school.

**D. Outdoor Educational Program**

The site should accommodate the physical education program of the school and appropriate community use after school hours. Fields should accommodate a variety of sports. Minimally, fields should be developed for softball, youth baseball, soccer and lacrosse. Indoor rest rooms should be easily accessible from the fields. A nature trail should be considered.

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## **ENVIRONMENT**

### **A. Objective**

To ensure that the environment for learning and working is safe, effective, efficient and aesthetically pleasing and that the building is in harmony both with its site and the neighborhood at large.

### **B. General Description**

The building should have an open, inviting atmosphere, characterized by extensive use of natural light, adequate ventilation, open spaces and functional effectiveness in all design features, furnishings and equipment. Hallways and stairwells are to be sufficiently spacious to facilitate the easy and natural flow of people throughout the facility

Every internal and external space in the school property that is to be utilized by staff, students or citizens must permit access by handicapped individuals.

### **C. Special Requirements or Considerations**

#### **1. General**

Every entry way should have a hard floor finish with floor mats. All visitors must be visible to main office personnel. All outer doors other than front entrance must prevent access from the outside during the school day as well as after school hours. Any area to be used by general public after school hours should have a separate entrance and prevent access to other areas of the building.

Traditionally, schools were used for educational programs nine or ten months of the year during fall, winter and spring, and used only for recreational programs during the remaining summer months. That has changed; our schools are now used year-round for mandated instructional programs, and recreational use is more prevalent than ever.

#### **2. Air Quality**

A central air conditioning system that incorporates high quality filtration should be installed in all areas. This will permit comfortable year-round use by the school community as well as the community at large.

All offices, instructional spaces, and common spaces should be equipped with individual heating and cooling controls (subject to centralized and programmed restrictive parameters).

#### **3. Windows**

All windows should be operable, with screens. Classroom windows should include room-darkening shades/blinds. Windows should abate loss of heat.

#### 4. Lighting

All lighting should be diffused with parabolic or pendant fluorescent lights and designed to maximize students' learning and personal comfort and minimize energy consumption. Lighting should have occupancy sensors to control lighting and save wasted energy.

#### 5. Flooring

All classrooms, the common room and kitchen, science, and art classrooms, lavatories and all entry and exit hallways should be tiled with durable, easy-to clean, comfortable and sound-absorbing flooring. Carpet should be installed in some office areas and in part of the library-media center. Where carpet is installed, it should be resistant of static, bacteria, mildew, stains, wear, and should be non-zippering and non-fading.

#### 6. Furnishings

Furnishings in all areas of the building should be new, except where the Superintendent of Schools approves specific items as appropriate and in sufficiently good condition for continued use. The same should apply to storage shelving, cabinets and like items.

Furnishings will be reconfigured as needs change over time. They should not be permanent structures, except where their functions require it. Furniture size should relate to function; for example a variety of classroom chair and table sizes.

#### 7. Health and Safety

Every consideration should be given to prevention of "sealed building syndrome," exposure to radon gas and other hazards. Adequate ventilation and air circulation and use of non-allergenic interior finish materials should be priorities.

#### 8. Ecological Considerations

The building should incorporate all current technologies designed to conserve natural resources, including, but not limited to, ultra-low flush plumbing systems and separate storage bins for all recyclable materials.

#### 9. Aesthetics

The building should reflect the character and environmental setting of the Darien community and, in terms of its scale and form, must be compatible with its immediate residential surroundings. The design of the facility should incorporate architectural elements that are evocative of the traditions of regional New England and should draw on the rich architectural heritage of Darien.



The building should have a unified interior design with attention to appropriateness, functionality and durability of structural elements and furnishings, pleasing and practical colors and textures and noise control.

The building should contain spaces designed to display a wide variety of student work, including tack boards and display cases to accommodate multi-dimensional projects.

#### 10. Noise Control

Large areas should incorporate design features and acoustical treatments to central noise levels. Noisier areas such as cafeteria, gymnasium and instrumental practice areas should be sound attenuated.